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Schools," "The Trend of Mathematics in our Public School System," "The Important Position Occupied by the Calculus in the Mathematics Structure," "A Historical Survey of the Natural Growth of the Calculus in the Development of Mathematics," "Comparison of Textbooks on the Elementary Calculus for Beginners and for Self-instruction," and "The Trend of American Education in General." The second half of the book contains detailed suggestions for a modern presentation of the elementary calculus.

The author has aimed to show why pupils should have the opportunity to study calculus in the secondary-school course and to point out that an elementary course can be formed which is well adapted to the mental ability of senior high school pupils. The historical survey of the growth of calculus is a clear and simple presentation which will be of interest not only to teachers but also to senior high school pupils.

E. R. BRESLICH

Measurements in a public school system.—One of the first essentials to the proper organization of instruction is a careful analysis of the capacities and needs of the individual pupils within a school system. With this in mind, a study has been made of the situation in the public schools of Winchester, Virginia.¹ The investigation, planned by Dr. Dearborn and Dr. Inglis, was carried on with the co-operation of the University of Virginia, the Virginia State Department of Education, and the officers and staff of the school system of Winchester.

The method of procedure is outlined in chapter ii. First, every pupil was given three or more group intelligence tests. In the cases of those whose scores appeared to be of doubtful validity individual tests were administered. In order to measure the achievement of the pupils in the various school subjects, tests were given in arithmetic, reading, spelling, and handwriting. The teachers in the schools were then asked to estimate the pupils' intelligence, scholarship, and industry.

The following paragraphs are illustrative of the conditions disclosed by the tests:

In almost every grade, probably in every grade, pupils whose mental tests show an intelligence bordering on, if not actually of, feeble-mindedness, pupils of normal intelligence, and pupils of superior intelligence are being educated, or rather the attempt is being made to educate them, in the same classes [p. 20].

The attempt is being made to teach in the same classes advanced forms of reading to pupils whose present reading abilities range all the way from near-illiteracy to the reading abilities of the average high-school Senior. It cannot be done. Likewise the attempt is being made to teach in the same classes the more complex forms of arithmetic

¹ *Psychological and Educational Tests in the Public Schools of Winchester, Virginia.* University of Virginia Record, Vol. VI, No. 6. Charlottesville, Virginia: University of Virginia, 1922. Pp. 54.

to pupils in the upper grades whose abilities in the fundamental operations vary all the way from nearly zero to the abilities of the skilled accountant or bookkeeper. Again it cannot be done [p. 24].

The recommendations presented in chapter iv constitute an important phase of the report. Among other things it is urged that the pupils be grouped according to brightness, that instruction be adjusted to meet the needs of the classes so organized, and that psychological and educational testing be given a permanent place in the organization of the school system. While in some respects the organization of the report might be improved, the presentation of the data is clear and effective. The study is an interesting contribution to the testing movement.

FLOYD W. REEVES

A general course in social science.—General courses, each offering a survey of some relatively comprehensive field, are coming into favor. Organized on this principle are reconstructed mathematics, general science, many two-year foreign language courses, and, once more, general history. If history, with its relatively firm footing in the high-school curriculum, has found it desirable to don this once discarded dress, it is not surprising that the remaining social sciences which have been struggling to obtain a foothold in the high school should unite into one general course and thus press their claims for recognition. Economics, sociology, and the long established but much remodeled course in civics make common cause in the third volume of the American Social Science Series¹ and seek in this combined form “to meet the needs of those institutions in which opportunity is lacking for a detailed treatment of the social sciences individually” (p. vii).

The authors are no doubt fully justified in their claims for this volume, that “it marks, moreover, the advent of a new movement in secondary education,” as well as in their hope that “it makes a definite contribution” to this movement. “The aim,” says the preface, “has been to provide the student with typical material for a general introductory course in problems of democracy, which not only stress certain fundamental characteristics of our own civilization, but preserve at the same time a proper balance between the political, the economic, and the social factors in American life.” The topics have been treated as unified problems, each from the standpoint of general social development, not subdivided into “separate air-tight compartments labeled political, economic, and social.”

The problem of selecting materials from an abundant field has been excellently solved as regards topics chosen; and the treatment of these topics is well-balanced, concrete, and sure to awaken interest. The language is brisk and clear; sentences short and to the point. The illustrations are unusually

¹ HENRY REED BURCH and S. HOWARD PATTERSON, *Problems of American Democracy*. New York: Macmillan Co., 1922. Pp. x+601.